



Lakeview Middle

3801 Old Buncombe Road
Greenville, South Carolina

Grades	6-8 Middle School	
Enrollment	464 Students	
Principal	Dr. Tracy Hall	864-355-6400
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Average
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	At-Risk	At-Risk
2004	Below Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

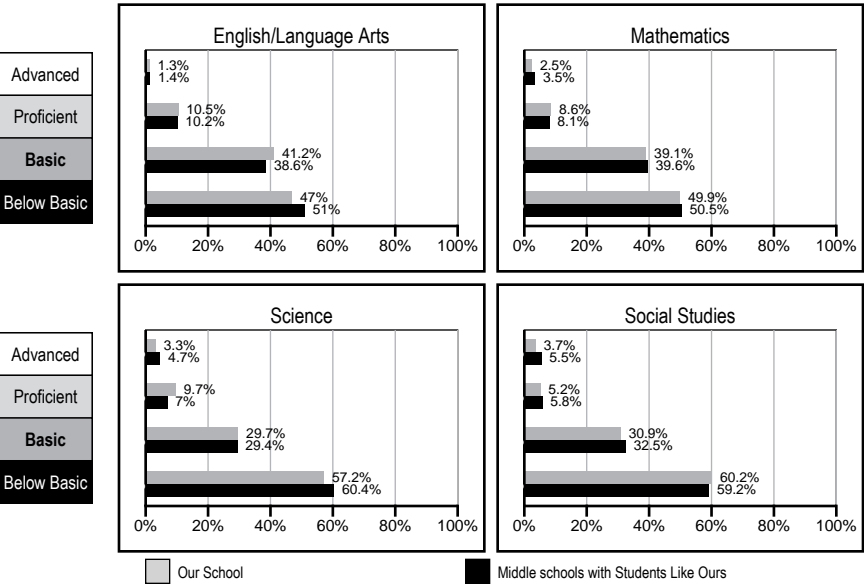
96.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	40

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	64.3	83.0
English 1	94.6	82.7
Physical Science	100.0	39.5
All Subjects	81.8	80.3

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=464)				
Students enrolled in high school credit courses (grades 7 & 8)	26.8%	Down from 29.2%	12.0%	19.4%
Retention rate	0.6%	Down from 1.0%	3.1%	1.8%
Attendance rate	94.7%	Up from 94.2%	95.1%	95.8%
Eligible for gifted and talented	7.1%	Up from 6.0%	5.8%	15.3%
With disabilities other than speech	19.2%	Down from 22.5%	13.5%	12.9%
Older than usual for grade	2.4%	Down from 3.1%	6.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 3.1%	0.7%	0.7%
Annual dropout rate	0.3%	Down from 0.5%	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	57.1%	Down from 60.9%	54.3%	55.0%
Continuing contract teachers	54.8%	Down from 63.0%	54.4%	70.6%
Teachers with emergency or provisional certificates	7.1%	Up from 5.9%	19.0%	5.4%
Teachers returning from previous year	73.7%	Up from 71.0%	76.7%	83.4%
Teacher attendance rate	96.3%	Down from 97.0%	94.8%	94.9%
Average teacher salary	\$42,976	Down 0.7%	\$43,224	\$44,706
Professional development days/teacher	15.3 days	Up from 13.3 days	12.1 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 18.2 to 1	15.9 to 1	20.1 to 1
Prime instructional time	88.5%	Down from 89.0%	88.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	96.4%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$10,815	Up 31.7%	\$8,951	\$7,097
Percent of expenditures for instruction*	62.1%	Up from 61.2%	62.8%	64.4%
Percent of expenditures for teacher salaries*	54.7%	Down from 57.1%	55.8%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Lakeview Middle School (LMS) aptly reflects the ideals of its mission statement. We are committed to providing a nurturing, rigorous, academic environment for all of our students that meets the intellectual, social, physical, and emotional needs of each child. Located in an urban area between Furman University and downtown Greenville, our school population consists of approximately 500 students. We are a community school representing the historical mill villages and Furman area. LMS faculty, staff, and students desire to return to our past tradition of excellence through a vast array of programs that include rigorous academics of the College Board's Springboard program, the Laptop Initiative with all students given laptops, competitive athletics, and excellent visual and performing arts. Our curriculum offers courses for high school credit to include Spanish 1, Keyboarding, English 1 Honors, Algebra 1 Honors, and Geometry Honors. Past awards include: the 2006 Beacon Award; Autoskill for Technology; 2005 Boys Soccer Team Undefeated; 2004, 2003, and 2002 Junior BETA Club--1st, 2nd, and 3rd Place respectively for Living Literature; 2004 Invention Convention--1st and 3rd Place Winners for 7th Grade; 2004 Shining Star Awards; 2003 and 2004 Greenville Boys Basketball Championship, 2003 SC Middle School Chorus; and 2001 Reconceptions Technology Grant Award.

In pursuit of these goals, Lakeview Middle School has undergone a rigorous self-study under the auspices of the Southern Association of Colleges and Schools and the Making Middle Grades Work reform model. The results of this study are driving continuing efforts to improve, including new initiatives for student achievement and school culture. And with more than 64% of our teachers holding advanced degrees and two of our teachers obtaining National Board Certification, our faculty has established a professional learning community to support the initiatives through professional development. Other efforts undertaken this year include tutors provided for struggling students, additional help and enrichment after school and on Saturdays, and the use of technology in instruction to motivate our diverse student population. Community support remains strong with one business partner, ScanSource, donating financial support for our Positive Behavior Management System along with volunteer tutors and mentors. Other initiatives to improve school culture include student government, Peace Flag--a peer mediation program--and service learning projects with our local community.

Dr. Tracy Hall, Principal
Ms. Clarice Groves, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	150	53
Percent satisfied with learning environment	89.6%	76.2%	92.3%
Percent satisfied with social and physical environment	97.9%	86.7%	78.4%
Percent satisfied with school-home relations	56.3%	82.7%	79.2%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 18 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Restructure

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	1.9%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	481	99.6	47.6	41.7	10.2	0.5	16.3	52.4	48.2	No	Yes
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Gender

Male	238	99.6	57.3	35.7	6.5	0.5	10.6	46.1	41.7	N/A	N/A
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Female	243	99.6	38.4	47.4	13.7	0.5	21.8	59.1	55	N/A	N/A
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Racial/Ethnic Group

White	172	99.4	44.2	41.5	12.9	1.4	21.1	62.3	60	No	Yes
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African American	191	100	50.3	42.2	7.5	0	9.3	31.7	31.7	No	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
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Hispanic	110	99.1	50	40.6	9.4	0	19.8	36.7	38.4	No	Yes
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
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Disability Status

Disabled	91	100	81.3	18.8	0	0	0	20.3	16	No	Yes
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Migrant Status

Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	108	99.1	48.9	40.4	10.6	0	21.3	36.1	36.9	No	Yes
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Socio-Economic Status

Subsided meals	440	99.6	49.2	41.5	9	0.3	14.9	34.3	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	481	100	49	39.6	8.7	2.7	19.4	49.5	45.8	No	Yes
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Gender

Male	238	100	51.5	36	10.5	2	20.5	49.9	45.6	N/A	N/A
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Female	243	100	46.7	42.9	7.1	3.3	18.4	49	45.9	N/A	N/A
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Racial/Ethnic Group

White	172	100	45.3	40.5	10.8	3.4	22.3	59.4	59	No	Yes
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African American	191	100	56.5	37.3	5	1.2	12.4	27.2	26.9	Yes	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
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Hispanic	110	100	44.3	41.2	11.3	3.1	24.7	37.4	38.1	Yes	Yes
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
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Disability Status

Disabled	91	100	82.5	13.8	2.5	1.3	5	20.1	17.1	No	Yes
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Migrant Status

Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	108	100	42.1	42.1	11.6	4.2	26.3	38.4	38.7	Yes	Yes
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Socio-Economic Status

Subsided meals	440	100	50	39.7	7.7	2.6	18.3	32.2	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	314	100	57.1	30.1	9.8	3	12.8	39.3	35.7	94.7	96.5
Gender											
Male	156	100	60.5	26.4	10.1	3.1	13.2	41.6	37.4	94.4	96.4
Female	158	100	54	33.6	9.5	2.9	12.4	36.9	33.8	95	96.6
Racial/Ethnic Group											
White	105	100	54.5	29.5	10.2	5.7	15.9	49.7	49.2	93.3	96.4
African American	130	100	64.2	28.4	6.4	0.9	7.3	18.2	17	94.5	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	98	97.7
Hispanic	73	100	50.8	33.8	13.8	1.5	15.4	23.7	24.9	96.9	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	95.6	95.3
Disability Status											
Disabled	65	100	81.8	12.7	5.5	0	5.5	16.3	14	93.8	95.5
Migrant Status											
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	98.4	96.4
English Proficiency											
Limited English Proficient	71	100	47.6	34.9	14.3	3.2	17.5	22.6	24.4	96.9	97.2
Socio-Economic Status											
Subsidized meals	289	100	57.9	30	9.3	2.8	12.1	21.3	21.1	94.5	95.8

Social Studies											
All Students	314	99.7	60.1	31	5.2	3.7	9	38.1	34	94.7	96.5
Gender											
Male	148	99.3	60.3	27.8	7.1	4.8	11.9	41	36.6	94.4	96.4
Female	166	100	59.9	33.8	3.5	2.8	6.3	35	31.3	95	96.6
Racial/Ethnic Group											
White	108	100	50.5	35.5	9.7	4.3	14	46.1	44.5	93.3	96.4
African American	123	100	68	27.2	3.9	1	4.9	20.5	19.1	94.5	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	98	97.7
Hispanic	80	98.8	60.9	30.4	1.4	7.2	8.7	27.7	27.5	96.9	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	95.6	95.3
Disability Status											
Disabled	53	100	83.3	16.7	0	0	0	17.1	14.4	93.8	95.5
Migrant Status											
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	98.4	96.4
English Proficiency											
Limited English Proficient	77	98.7	58.2	32.8	1.5	7.5	9	27.6	27.3	96.9	97.2
Socio-Economic Status											
Subsidized meals	285	99.7	62.6	29.2	4.9	3.3	8.2	22.8	21	94.5	95.8

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	147	99.3	52.7	36.4	8.5	2.3	10.9
	7	174	99.4	64.2	27.8	7.3	0.7	7.9
2008	8	182	100	53.4	42.6	4.1	0	4.1
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	157	99.4	43	41.5	15.6	0	15.6
2008	7	148	100	44.7	47.2	8.1	0	8.1
	8	176	99.4	53.9	37.5	7.2	1.3	8.6
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	147	99.3	46.5	38.8	12.4	2.3	14.7
	7	174	99.4	59.6	33.8	5.3	1.3	6.6
2008	8	182	100	66.2	31.8	0.7	1.4	2
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	157	100	49.3	31.6	11.8	7.4	19.1
2008	7	148	100	40.7	46.3	12.2	0.8	13
	8	176	100	55.6	41.2	3.3	0	3.3
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	72	98.6	66.2	23.1	6.2	4.6	10.8
	7	174	98.3	67.1	26.8	3.4	2.7	6
2008	8	87	100	65.3	27.8	4.2	2.8	6.9
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	79	100	62.3	21.7	11.6	4.3	15.9
2008	7	148	100	56.9	35	7.3	0.8	8.1
	8	87	100	52.7	29.7	12.2	5.4	17.6
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	75	98.7	42.2	51.6	6.3	0	6.3
	7	174	98.3	77.9	19.5	1.3	1.3	2.7
2008	8	93	100	53.3	44	2.7	0	2.7
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	78	98.7	42.4	34.8	16.7	6.1	22.7
2008	7	147	100	68.3	27.6	0.8	3.3	4.1
	8	89	100	62	32.9	2.5	2.5	5.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample